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ABSTRACT

A survey consisting of multiple choice and free response questions was administered to California Community Colleges (CCC) chief executive officers (CEOs) in fall 1996 to identify some of the similarities in the professional practices and patterns to success among this group. Of 125 CEOs surveyed, 81 or 65% responded. Multiple choice results included: the majority came from within the community college field; most were from blue collar homes; 64% were in their first presidency; more than half had been in their current position for 5 years or less; 69.14% were white; 69% were men; most were between 51 and 60 years of age; 88% had earned a doctoral degree with over half having the Ed.D.; more than half belonged to the Rotary as a civic membership; the majority did not feel affirmative action helped them to become community college presidents; and 74% had a role model. Free response question results included: collective bargaining issues were a major problem; shared governance (brought about by AB 1725) undermines the president's authority; some women and most non-white males reported that gender and sexism were obstacles on the pathway to becoming president. (Contains 27 references and a copy of the survey instrument.) (PGS)

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A Demographic Study of California Community College Chief Executive Officers 1996-97 Academic Year

ED 449 836

A Directed Research Project written by

Chemene Crawford

This Directed Research written under the guidance of the Faculty Advisory Committee, and approved by all of its members, has been accepted in partial fulfillment of the requirements for the degree of

Master

of

Human Resources and Organization Development

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A Demographic Study of California Community College Chief Executive Officers 1996-97 Academic Year

A Directed Research Project Submitted

by

Chemene Crawford

In Partial Fulfillment of the Requirements

For the Degree of

Master of Human Resources and Organization Development

University of San Francisco

June 1997

TABLE OF CONTENTS

Abstract ii

Vita Auctoris iii

Acknowledgments iv

List of Tables v

List of Appendices vi

Chapter 1: Introduction 1

Chapter 2: Review of Related Literature 7

Chapter 3: Methodology 17

Chapter 4: Results 20

Chapter 5: Summary and Conclusions 40

References 46

Appendices 48

Abstract

The purpose of this study was to research the pathways to the presidency for California Community College Chief Executive Officers. The participants in this study were the 125 Chief Executive Officers within the California community college system which consists of 107 community colleges.

A survey was sent to every California community college chief executive officer on record with the California Community College Chancellor's Office as of Fall 1996. The survey requested demographic information, information about professional affiliations, and asked questions about their presidential associations. Presidents were also asked about obstacles to success and to give advice to those seeking a California community college presidency. The survey results indicate that California community college presidents are primarily white males between 41 and 50 years of age. The majority of these presidents come from blue-collar backgrounds, with the mothers of female presidents being the most prevalent role models and the highest educational achievers. These individuals occupy high stress and high risk positions and are often hindered by shared governance and collective bargaining issues. Many of these individuals credited role models and leadership training as a part of their success.

Interest in this study has been expressed by various Chief Executive Officers within the system. The California Community College Chancellor's Office has also expressed an interest in this study because none have been done documenting the characteristics and pathways to the presidency for California Community College Chief Executive Officers.

VITA AUCTORIS

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I am very grateful to the individuals who have helped me along the way with this project. I am especially grateful to my family for their patience with my "educational self" during the last few years. A gift from God are my parents who instilled in me the determination to keep going no matter what.

Thank you to my colleagues along the years who have watched me grow professionally through the good and bad times, and to those who gave me the opportunities that I have been afforded thus far. You know who you are.

A special thank you to the California Community College Chief Executive Officers, some of whom I know, who encouraged me to do this study. Your ideas and patience were invaluable.

LIST OF FIGURES

Figure		Page
1	Ethnicity of Respondents	21
2	Current Age of Respondents	23
3	Major Field of Study - Master's Degree	26
4	Position Held Prior to Presidency	33
5	Father's Highest Degree	35
6	Mother's Highest Degree	36

LIST OF APPENDICES

Appendix A .....George B. Vaughan release

Appendix B Demographic study survey instrument (Designed by George B. Vaughan and Researcher)

Appendix C .....Postage paid response card (Designed by Researcher)

Chapter 1

Introduction

Background

"During the Civil Rights Movement, the question that we had to answer was, "What are you willing to die for?". Today I ask myself, "What am I willing to get fired for?". - Zelma Harris, President, Parkland College. Community college leaders are, in the broadest sense, responsible for creating an institutional climate that is supportive, nurturing, collaborative, integrative, empowering, and inclusive. Such a climate doesn't just happen by exhortations. It comes from a deep and profound understanding of self and the role of leadership (Harris 1995). In a series of studies, George B. Vaughan examined career paths, lifestyles, and outlooks of chief executive officers in America's community and technical colleges. These studies consisted of extensive survey research and almost one hundred personal interviews with presidents and trustees, presidents' spouses, and faculty members. His first survey was conducted in 1984 and was completed by 591 of the 838 presidents of public two year institutions. In 1991, he conducted a second national survey of chief executives of community colleges. It was completed by 837 of the 1,097 presidents of the nation's public community colleges who were polled (Vaughan, Mellander, Blois, 1994). In his recently edited volume of essays, "Dilemmas of Leadership", Vaughan (1992) describes community college leaders as having daily contact with individuals from all parts and ranks of the United States and the international community. The institutions they represent are in a unique position, geographically and

philosophically, to respond positively to changes and challenges more quickly that other institutions of higher education (Vaughan, 1992, pp.xvii-xviii). Other recent studies of higher education administrators (Twombly and Moore, 1991) and of community college leaders (Amey and Twombly, 1992) have traced changes in the backgrounds and preferred administrative styles of many community colleges leaders over time and between age cohorts. According to these researchers, the primary intent of both studies was to demonstrate the advantages of having leaders and administrators with diverse backgrounds and preferences for participation or renewing leadership styles of chiefs of the community colleges in the 1990s.

Community Colleges have served the nation for nearly one hundred years. Around 1900, the lack of academic preparation of many university students led William Rainey Harper and other prominent education leaders to advocate separating the first two years of higher education from the university setting. In 1901, the first recorded public two year colleges was born - Joliet Junior College in Joliet, Illinois. The national network of community college today number more than twelve hundred institutions, found in every state. In 1992, these colleges enrolled 5.7 million credit students, and another five million non-credit students. The colleges enroll forty four percent of the nation's undergraduates and forty nine percent of all first-time freshmen (Gollanttscheck, 1995-96).

The California Community Colleges consists of 107 colleges which is comprised of 71 districts. Some of these campuses are part of multi campus districts which are governed by a board of elected individuals and run by a Chancellor or Superintendent. To be a Chief Executive Officer of a Community College or Community College district,

individuals are required by law to meet certain educational criteria. This study examines what other criteria are preferred, or what other criteria are necessary to become a California Community College Chief Executive Officer (CEO). This study is intended to document the various pathways of success to becoming a Chief Executive Officer within the California Community College system.

Statement of the Issue

Since "The Community College Presidency" was published in 1986, community colleges have emerged as institutions of strategic importance to the nation and its communities (Pierce, 1994). How community college presidents arrived at their positions is an important area of inquiry. The requirements of the community college presidency, specifically in the California Community Colleges, today far exceed past requirements. Leadership and management skills are still essential, but the environment is far more complex and the amount of knowledge needed by presidents has enormously increased (Pierce 1994). California Community Colleges are mandated by law to require certain educational criteria of Chief Executive Officers (CEOs). There are also other non-mandatory requirements of Chief Executive Officers that appear to be a pattern for most of the current CEOs. This study is a descriptive survey study intended to document patterns of success of current CEOs. This information could be used to identify pathways to the presidency for future Chief Executive Officers.

Normative Definitions

Chancellor - an individual within the California Community College system that presides over a multi-campus district who acts as liaison between the District Governing

Board, the community, and the individual College Presidents.

Superintendent - an individual who acts as a Chancellor and President of a community college which is most likely not part of a multi-campus district.

President - an individual who presides over a campus, whether single or multi-campus, who may or may not handle fiscal functions for the campus.

California Community College Chancellor's Office - the State agency governing the 107 California Community Colleges.

AB-1725 - a piece of California legislation dictating the minimum qualifications for Faculty and Administrators at Community Colleges in California.

Board of Governors - the system governing board of the California Community Colleges which is appointed by the Governor and the legislature to validate and uphold system policies and procedures.

Board of Trustees - the local governing board of a community college or college district elected by the community to provide direction for the college(s).

Provost - an individual within a college that locally runs the college but may not be the President or Superintendent.

Specification of research objective

The objective for this study is to document the career patterns for California Community College CEOs and to validate some of the similarities in the professional practices and patterns to success among this group. Some of the questions to be answered in this study are as follows:

1. Are the norms for California Community College presidents different than the

national norms?

2. What similarities do these presidents have?

3. What significant differences to they have?

4. Do their educational backgrounds create some kind of pattern or pathway to the presidency?

5. Do professional associations help one on the pathway to the presidency for California presidents?

6. Are the obstacles to success different for this group? What are the similarities?

Importance of the Study

The importance of this study is to provide an understanding of the Chief Executive Officer's position within the California Community College system, and to provide anyone interested in a CEOs position within this system, the framework for success. Several California Community College presidents have expressed an interest in the outcome of this study for various reasons. Many have expressed interest in order to see what they have in common with their colleagues, and to keep them abreast of presidential trends. Also, the California Community College Chancellor's Office has expressed a desire to add this study to their library of information available about the California Community College Presidency. Finally, George B. Vaughan, author of pathways to the presidency (1989), has given permission to use parts of his original study for this project. He, too, expressed interest in the outcome of this study (See appendices).

Limitations of the Study

Limitations of this study include that fact that some of the respondents come from non-traditional California Community College structures which may present different responses to traditional questions. It would be difficult to adapt the questionnaire to every possible CCC structure within the system. A thorough study of this issue could be done if the researcher were familiar with the structure of every Community College in the State.

Summary

This study is one of the many starting points for discussion of the California Community College presidency. The intent of this study is to provide information that others can use to further debate the role of the California Community College President as serving their colleges, their communities, their state, and possibly the nation. This study is intended to show that the California Community College presidency is a position that must be understood, supported, and enhanced if the state and its people are to receive the full benefits of the California Community College System.

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Chapter 2

Review of Literature

Foreword

According to David R. Pearce (1994), President of the American Association of Community Colleges (AACC), "since George B. Vaughan's "The Community College Presidency" was published in 1986, Community Colleges have become institutions of enormous strategic importance. Pearce (1994) states that how community college presidents arrived at their positions is an important area of inquiry. Studies show that the requirements of the community college presidency today far exceed the requirements of the past. Leadership and management are still essential, but the environment is much more complex, and the amount of knowledge needed by college presidents has substantially increased. According to Pearce (1994), demanding personal and funding issues, and thinking about supervision, organization, quality, accountability, and the role of executive staff have contributed to new management requirements. Pierce (1994) also adds that the globalization of the economy also has increased the requirements of the community college presidency. In 1986 when the American Council on Education and Macmillan published the Community College Presidency (Vaughan 1986) little research preceded it on community college presidents and their challenges. Because of the unique structure, environment, and mission of Community College systems, presidents often find themselves assuming the role of manager, leader, and mentor.

Leadership

Regardless of what theory of leadership one subscribes to, there are certain

personal attributes associated with leaders. Leadership in today's community colleges consists of more than personal attributes. An effective president must posses a number of skills and abilities, of which the demand may change a circumstances change (Vaughan, 1990). "It is said that every president must have a tremendous amount of energy. The president must be a person who is intimately acquainted with his or her community and who is able to bring that community together in real ways to assess social issues. Presidents have to be very knowledge able people, especially about public education, legislatures, how government works, and how to impact and influence the process. Presidents can no longer be confined to the local process" (Belcher, 1993). Some believe that presidents must be able to see the future, and must be a visionary leader (Fulton, 1993), and that the very best credentialed presidents, often turn out to be the worst presidents (Hudgins, 1993). Hudgins (1993) goes on to state that two qualifications of effective leaders are human relation and interactions skills and the ability to value people and to communicate with them; and have good common sense at being able to know what to do at the right time in the right place.

Mentoring

The idea of mentoring has been presented in a variety of ways, depending on the type of organization, the mentor, and the mentee. Mentoring focuses primarily on career development (Cameron 1978). In studies of male executives, most men could identify a mentor who had encouraged a positive, professional alliance and had influenced the mentees career development. Little research has been devoted to mentoring phenomenon of the female gender, and existing research is not clearly conceptionalized or conclusive.

According to Dr. Deborah Cullen, mentoring requires commitment and time but the benefits to community college can be numerous. Susan Schultz, the author of "The Benefits of Mentoring", The mentoring relationship can enhance mentors own psychosocial development and youth; proteges gain from the synergy that results. Shulta (1995) continues by pointing out the organizational benefits as well. These include improved recruitment and induction, better staff planning and increased communication. Organizationally sponsored mentoring programs benefit organizations by aiding employees, and successful programs must have endorsement from top administration (Kerr 1995). For example, the Leadership Training Institute (LTI) at the College without Walls in Houston Texas was created to provide information and training for individuals interested in growing professionally and to establish a structural program for preparing college employees to assume leadership roles in the Houston Community College system (Stone 1995). However, according to "Mentoring: A Group Guide" (Jacobson, 1995) one on one mentoring relationships can narrow opportunities for employees whose development requires group support. The new model substitutes interactive mentoring groups for the isolated twosomes of traditional mentoring relationships.

The Community College Presidency

Why be a Community College President? Who are they and how did they get there? According to John S. Levin, author of The Community College Presidency, "Conditions and factors of impact on an institution, Community college presidents have the power to organizationally change not only within the organization, but also in the community it serves." In addition, in a report by Deborah Dicroce (1995) the impact of

women on the community college presidency includes a unique contribution by connecting the characteristic strengths of their gender to the powers of their office. The last comprehensive study of community college presidents, The Community College Presidency, published in 1986 by ACE/Macmillian, found that 38% of sitting presidents had served as Dean of Instruction prior to becoming president. According to the ACE/McMillan study (1986), a little more than half (53%) of all Deans of Instruction at public community colleges responded. 79% were male and 93% were white; only 3.2% were black; 1.8% were Hispanic; and 2% were from other ethnic groups. This, according to ACE/McMillan was quite similar to the profile of presidents that emerged in the 1986 study. However, women were only 8% of the college presidents, and 21% of the deans surveyed.

The Presidential Search

In a Career and Lifestyles (CLS) survey done in 1986 and 1989 (Vaughan) of 619 Community College Deans identified by the American Association of Community and Junior Colleges (AACJC), almost 55 percent stated that becoming a community college president was their career goal (Vaughan, 1990). Individuals who have participated in the selection of college presidents offered the follwoing advice to those seeking a community college presidency (Vaughan, 1990):

- Earn a Doctorate. This was basic advice offered by almost every president. Many of them stated that the chances of becoming a president will be greatly diminished and/or eliminated in many cases. With an increasing number of doctorates granted each year, governing boards do not have to,

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now will, consider candidates without the doctorate.

- Secure a position in a Community College. Studies show that 90 percent of community college presidents come from within the community college ranks. It is very difficult to obtain one of the community college's top position outside the community college field.
- Get into the academic pipeline. The odds of becoming a president increase if the academic path is followed. Future presidents should note that more and more search committees and governing boards require that presidents posses teaching experience (Vaughan, 1986).
- View the college from a broad perspective. Never say "It isn't my problem because I am only concerned with .....".
- Find a good mentor. In an interview conducted with Edmund J. Gleazer, Jr., former president of the AACJC, he offered the following advice. "Find two or three good mentors. You will find that there are some key people in the field; make it a point to get to know them....a good president will employ good people and will provide the opportunity for those people to achieve their own visibility."
- Establish a peer network. The effective leader establishes and maintains a network of peers who can offer valuable advice, suggest professional opportunities, and serve as professional contacts and references.
- Leadership begins at home. Be visible on your own campus. Never miss an opportunity to address the faculty, but be sure that you have something

worth saying and are well prepared. Serve as the chair of important committees.

- Never, ever base your career upon what someone else might do. Far too many opportunities to become president have been missed because of someone waiting for someone else to retire.
- Become involved in community activities. Pick activities that will add to your effectiveness should you become a college president.
- Be willing to move. The majority of presidencies are often somewhere else. Being place-bound often equates to being career-bound.

William H, Meardy, former director of the Association of Community college Trustees (ACCT), offered advice to presidential applicants. The following appeared in his editorial, "A Shot in the Foot: Advice for Presidential Applicants."

> "An all too common mistake, made by all too many applicants, is that they either do not know how to, or will not follow directions, as given in the advertisement... It has become apparent to me that many candidates read our request for compliance as, 'If it is found in my resume, I don't need to respond.' That is not at all what the advertisements requests. Thus the candidate following this line of reasoning has already shot himself or herself in the foot. Other candidates put themselves at an immediate disadvantage with typographical errors, poor grammar, or by leaving some criteria without a response. Remember that in most cases, the team of readers have not meet you and do not know of your abilities. Therefore your application must be

letter perfect. What board wants to employ a president who cannot follow directions or is sloppy in production? The competition is just too keen to take a chance on an applicant who has already exposed potential flaws".

As pointed out in the Meardy quote, today more and more governing boards and college search committees are developing a rather specific list of characteristics and qualifications they are seeking in presidents. Some candidates fail to understand that governing boards and consultants put a great deal of effort and money into developing a profile for the position and consider it to be very important. Governing boards and faculty want presidential applicants who not only understand the presidency at the particular college to which they are applying, but who also understand it as a professional position with universal characteristics (Vaughan, 1990).

California Community Colleges

Community Colleges have served the nation for nearly one hundred years. Around 1900, the lack of academic preparation of many university students led William Rainey Harper and other prominent education leaders to advocate separating the first two years of higher education from the university setting. In 1901, the first recorded public two year colleges was born - Joliet Junior College in Joliet, Illinois. The national network of community college today number more than twelve hundred institutions, found in every state. In 1992, these colleges enrolled 5.7 million credit students, and another five million non-credit students. The colleges enroll forty four percent of the nation's undergraduates and forty nine percent of all first-time freshmen (Gollanttscheck, 1995-96).

The California Community College system has been a gateway to opportunity

since the early 1900s. In earlier years there were only a few campuses, open to everyone, serving their local communities. The end of World War II saw tremendous growth in enrollment as veterans sought out post-secondary study. The launching of Sputnik in 1957 sparked a new focus on higher education (Commission for the Review of the Master Plan for Higher Education 1986). Why are California Community Colleges so different from other community colleges in the country? According to information provided by the California Community Colleges Chancellor's Office (1996), this system of two year public institutions, comprised of 106 colleges organized into seventy one different statewide districts, serves nearly 1.4 million students and represents the largest system of higher education in the world. The California Community Colleges represent unique resources, often imitated by other states and seldom appreciated by Sacramento (Hodgkinsin 1986).

After a study completed in 1986 by the Commission for the review of the Master plan for Higher Education, it was determined that in order for California Community Colleges to respond successfully to the challenges ahead , the community college must be concerned not only with access and success with the strength of their institutional programs, but also with the quality off the faculties and staff who teach and administer the programs. The Commission (1986) further implied that the community colleges must recruit and retain faculty and administrators with the highest professional qualifications. Additionally, the colleges are responsible not only to provide appropriate role models and equal educational opportunity, but also to advance the state's public policy goals of equal employment opportunity (CHEMP 1986).

Assembly Bill 1725

In 1988, Assembly Bill 1725 (AB 1725), landmark piece of legislation that provided new direction and support for California community colleges was passed. The bill's reform measures fell into eight categories:

I. Mission

II. Governance

III. Finance

IV. New Programs and Services

V. Affirmative Action

VI. Employment policies

VII. Accountability

VIII. Conditions and Appropriations

Assembly Bill 1725 validated the comprehensive mission of the California Community Colleges but clearly restricted the colleges from being all things to all people. New clarity and a structure were added to the college's mission. The mission of the community colleges was clarified and validated; and for the first time, priorities were established (Board of Governors 1989). AB 1725 embraced the idea of California community colleges as a system. It also strengthened the role of faculty, particularly academic senates, in community college governance. The Legislature attempted to recast faculty roles toward those played by faculty in four year post secondary institutions. AB 1725 also ended the era of K-12 employments policies that governed the heavy practices of community colleges. Credentialing was replaced by a structure that vested the Board of

Governors and faculty with authority to establish and apply policy. The system wide governing board established minimum qualifications for employment.

Chapter 3

Methodology

Participants

The participants in this study were the 125 Chief Executive Officers within the California Community College System which consists of 107 community colleges. Chancellor's, Presidents, and Superintendents were included as Chief Executive Officers (CEOs) for the purpose of this study.

Research Design

A descriptive research design was used for this study. A survey comprised of multiple choice and free response questions was sent to every California Community College Chief Executive Officer on record with the California Community College Chancellor's Office as of Fall 1996. The survey requested demographic information, information about professional affiliations, and asked questions about obstacles preventing success. The survey was used to gather information about the Chief Executive Officers and their educational backgrounds as well as information about their professional associations, to find out if there are any similarities. At the end of the survey, these presidents were asked about their future goals and any obstacles to their success, and also about advice that could be offered to anyone seeking a California Community College Presidency.

With the study of the presidency, there were a number of sources dealing with the subject, most with a national emphasis; therefore, the information about California Community College Chief Executive Officers was limited. Nevertheless, a search of the

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literature on the subject was conducted and the sources used, where applicable.

Instrumentation

An instrument was designed and used for data collection. The instrument had two parts. Section one of the survey was a set of multiple choice questions asking for demographic information, educational history, professional affiliations; future goals, affirmative action and gender issues; hobbies, and influences. Section two of the instrument consisted of free response questions that would allow the respondents to provide "special" information about their particular employment status, gender issues, prior job assignments, and advice for future California Community College Presidents.

This survey instrument was developed using, with permission, many of the questions used by George Vaughan in "Pathways to the Presidency" (Appendix B). Some of the questions were changed to an emphasis on California Community College issues. The survey was then field tested by local community college Chief Executive Officers within the Los Rios Community College District. After field testing the survey, it was again modified to the final format used to encourage more expedient completion.

Procedures

When California Community College Presidents was deemed the topic for this study, an interview was scheduled with Dr. Merilee Lewis, president of Cosumnes River College, in Sacramento, California, to find out what aspect of the California Presidency would be of interest and use to Chief Executive Officers in the State. She recommended the same type of study done by George B. Vaughan, but with an emphasis on California Chief Executive officers. This was recommended because of the lack of information

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available specifically on California Chief Executive Officers.

After the survey and cover letter were drafted, a list of California Community College Chief Executive Officers was requested from the California Community Colleges Chancellor's Office for mailing. The Chief Executive Officers within the California Community College system were surveyed. Each of these individuals was sent the research questionnaire, a postage paid return post card, and a self addressed post paid return envelope. They were asked to return the questionnaire in the envelope provided, and to mail the post card back separately. The respondents were given an option of anonymity. All respondents were asked the same questions. Reminders were sent to all desired respondents who had not responded in two weeks. Summaries of the survey results were provided for those who expressed an interest.

Operational Definition of Relevant Variables

The independent variables in this study were the gender and ethnicity of the respondents.

The dependent variables were the various pathways to the presidency reported by the respondents surveyed.

Treatment of Data

The data collected was summarized by the total group as well as by the independent variables. Quattro Pro was used to graph the data and display group comparisons. Open ended questions were listed, grouped, and summarized.

Chapter 4

Results

The subjects of this study were the Chief Executive Officers of the California Community Colleges. This demographic study was done during the 1996-97 academic year. Of the 125 Chief Executive Officers surveyed, 81 of them responded. The responses to this survey were evaluated at as a whole group, and in some instances cross referenced by gender and ethnicity. This study was intended to examine the career paths, personal and professional backgrounds, and outlooks of California Community College Chief Executive Officers. The survey document consisted of 42 questions arranged into multiple choice and free response type questions which asked for demographic information about president's background and career paths.

Demographic data

Of the 125 Chief Executive Officers surveyed, eighty one, or 65 percent, responded. For 64 percent of the respondents, this is their first presidency. Of the 81 respondents to the survey, more than half stated that they have been in their current position for five years or less. These findings were consistent with the 1991 Vaughan study done nationally. Of the respondents to this survey, 80 percent were married, and the remaining were either single, divorced, or widowed and not remarried. The demographic data with regard to the gender and ethnicity of this group were a bit higher than national norms recorded in 1991 (Vaughan, 1994). Of all respondents to this California survey, the majority (69.14%) were white, 9.88% were Hispanic, 9.88% were black, 6.17% were Asian, and 4.94% were Native American (Figure 1). The survey responses indicate that

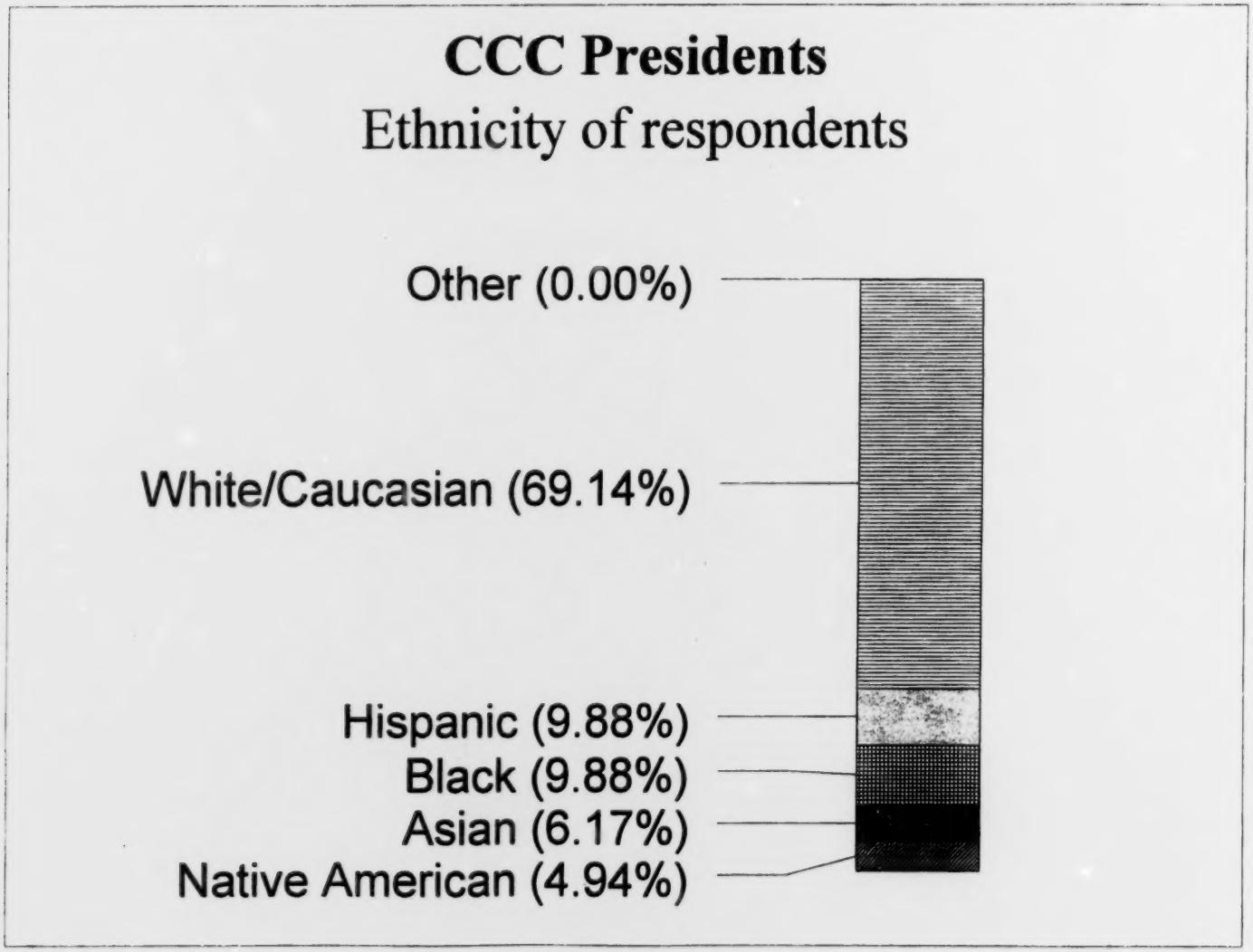
CCC Presidents
Ethnicity of respondents
Other (0.00%)
White/Caucasian (69.14%)
Hispanic (9.88%)
Black (9.88%)
Asian (6.17%)
Native American (4.94%)

Figure 1

the majority of current California community college CEOs are currently between 51 and 60 years of age and achieved their first presidency between the ages of 41 and 50 (Figure 2). The youngest of the respondents was between 25 and 30 years of age, and in his first presidency. None of the respondents to the 1991 national survey were younger than 30. 14 of the respondents holding the CEOs position were at or above the age of 60, and 3 of them achieved their first presidency at or above the age of 60.

Status prior to presidency

Mellander (1990) informally studied appointment records, noted in The Chronicle of Higher Education, since 1975. He noticed that if a presidency is suddenly vacated through death or the rapid departure of the incumbent, the academic dean more times than not is appointed to be the interim president. Many academic deans ultimately have been selected president with the passage of time (Mellander, 1990). Of the current California Community College Chief Executive Officers, 33 percent of them were an academic Vice President before moving into the presidency, and 23 percent were academic Deans. These figures correlate with the national norms of 28 and 29 percent, respectively (Vaughan 1994). One fifth of the remaining respondents came form other undesignated positions, and the small remaining group were non academic Vice Presidents (6.17%), Deans of Student Services (13.58%), and Deans of Administration (1.23%).

Data shows that only 35 percent of current California Community College CEOs moved to their current presidency from another presidency. This means that two thirds of California's community college presidents are serving in their first presidency. A relatively large number of the presidents had teaching experience in community colleges: over 80

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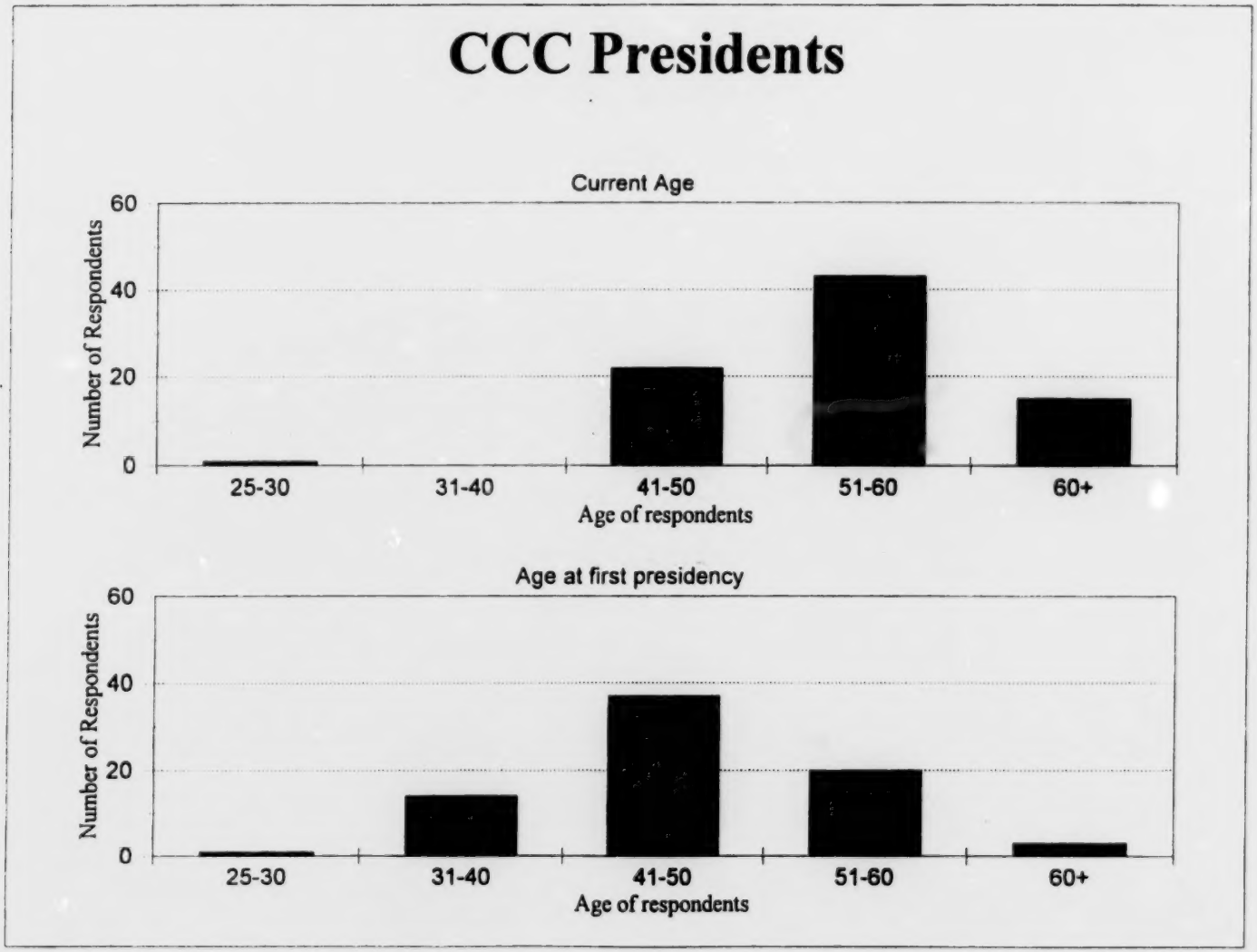
CCC Presidents
Current Age
Number of Respondents
60
40
20
0
25-30
31-40
41-50
51-60
60+
Age of respondents
Age at first presidency
Number of Respondents
60
40
20
0
25-30
31-40
41-50
51-60
60+
Age of respondents

Figure 2

percent have taught full or part time. However, for presidents in the 1991 national survey (Vaughan 1994), only half had taught full or part time in a community college. Clearly, in California, faculty members are moving up the administrative ladder to become presidents.

Educational Attainment

Only 20 percent of the respondents received an associates degree from a community college. This number is up 4 percent from the 1991 national study results. According to the American Association of Community Colleges (AACC), the number of presidents who have graduated from a community college is on the rise (AACC, 1982;1987).

Approximately 88 percent of the community college presidents who responded had earned a doctoral degree with over half (55 percent) having the Ed.D. Surprisingly, one respondent had attained an M.D. and decided to pursue a community college presidency. Consistent with Vaughan's 1991 national study, of the 81 respondents to this survey, 11 percent had not progressed beyond a master's degree. Nearly 58 percent of the respondents had an educational emphasis on higher education, with equal percentages (20.8 percent) in other fields. According to a survey conducted of the California and New Jersey state systems by Mellander (1992) presidents of relatively large community colleges were more likely than average to have their highest degree in a field other than education. Based upon the data from this survey, that trend has changed significantly for California's community college presidents since 1992. This could reflect the desires of faculty and boards of trustees to lean towards candidates with degrees in higher education.

For approximately 1 president in 10 who responded to this survey, the master's

degree was the highest degree attained. More than one-fourth of the respondents completed their master's studies in the field of education. Only one other field of study (psychology) had been studied by 11 percent of the responding presidents; business, history, and biology all registered in the range of 6 percent. Figure 3 shows all fields of study as reported by the respondents.

Professional affiliations

One of the president's chief functions is to articulate the college's mission to the community at large. Within the college, each president has to build support and consensus (hypothetically). One primary arena where presidents play the role of spokesperson is within various civic organizations. The survey specified eleven civic organizations in which respondents could report membership. More than half of the responses to this question named the Rotary as a civic membership. Other responses included social sororities and fraternities, Lions, and Kiwanis. The majority of respondents did not belong to a country club, but of those who did, only half used the club for professional entertaining.

Regarding leisure pursuits or hobbies, respondents frequently reported several recreational activities and sports. The most popular activities reported included the following:

Walking aerobically	36%
Other exercise	15%
Golf	13%
Jogging	10%

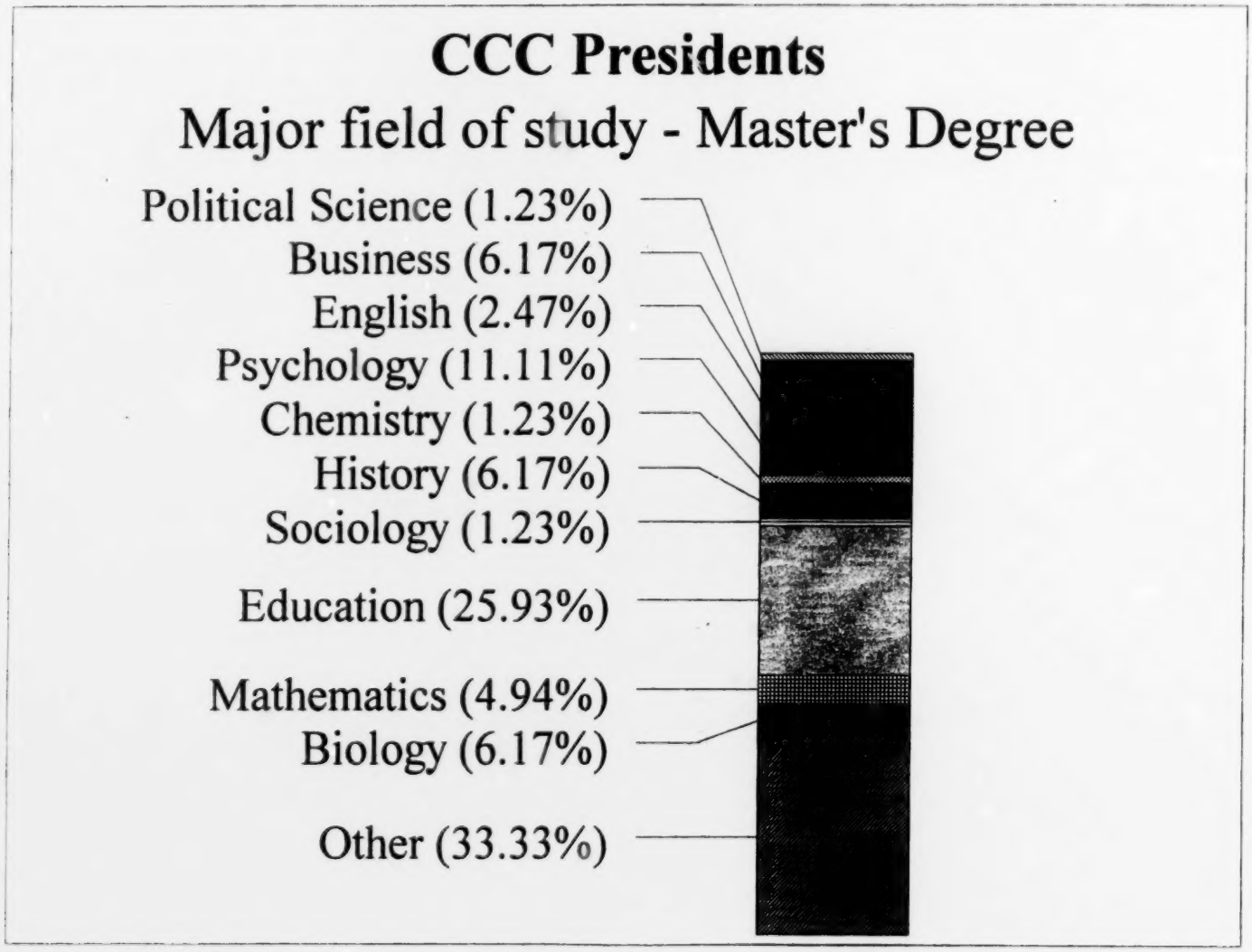
CCC Presidents
Major field of study - Master's Degree
Political Science (1.23%)
Business (6.17%)
English (2.47%)
Psychology (11.11%)
Chemistry (1.23%)
History (6.17%)
Sociology (1.23%)
Education (25.93%)
Mathematics (4.94%)
Biology (6.17%)
Other (33.33%)

Figure 3

Skiing	10%

Those reporting participation in these activities varied along predictable lines. For example, walking aerobically was reported more often by women than by men, and golfing was reported more often by men than women.

Family Background

The survey found that 44 percent of fathers of California community college presidents had not finished high school, while another 31 percent had earned a high school diploma, but had no additional formal schooling. Thus, three fourths had not attended college. 1 percent had attained associate's degrees, and another 10 percent had attained bachelor's, and another 12.3 percent had completed either a master's or doctoral degrees. The data from this survey mirror Vaughan's earlier findings (Vaughan 1994). A slightly higher ratio of presidents' fathers (over 82 percent) had attained no more than a high school diploma. Approximately 36 percent of the mothers of California community college presidents had not finished high school, while another 38 percent had attained, at most, a high school diploma. 6 percent had attained associate's degrees, and another 6 percent attained bachelor's, and another 13.6 percent had completed a master's or doctoral degrees. These findings reflect that many of the current California community college presidents come from blue-collar backgrounds, and have a stable rate of social mobility.

Future Plans

One revealing perspective on the California community college respondents is how they view themselves in regard to their future plans. The majority of the respondents (65

percent) stated that it is not very like that they will move into another presidency within the next five years, while 59 percent of them plan to retire within the next 7 or more years. This indicates that most of the current presidents plan to retire out of their current positions, as it appears to be very unlikely that many would take on a new presidency for two years and then retire.

Status of the presidency

A substantial number of California community college presidents recognize that their jobs place them in high risk circumstances which can include institutional liabilities incurred for non-compliance to state and federal mandates, and other issues related to shared governance and collective bargaining. In this survey, 54 percent of those responding indicated that they viewed their jobs as high risk. Another 46 percent viewed their positions as involving moderate risks. None of the respondents felt the presidency to be a low risk undertaking. Presidents assessed their jobs as having higher stress levels than risk levels. In this survey, 68 percent of the respondents indicated that their positions were very stressful, and 32 percent found their jobs to be moderately stressful. None of the respondents indicated that the presidency was a low stress endeavor.

On the road to the presidency

Of the 81 respondents to this study, the majority felt that affirmative action did not help them to become community college presidents. When asked if their gender or ethnicity was an asset to obtaining the presidency, two-thirds of the total respondents said no. 74 percent of respondents revealed that they indeed had a role model, and only 35 percent stated that they were aided by a peer group.

In the national study done by Vaughan (1994), respondents made it very clear that community college presidents should participate in some kind of leadership seminar or training. Based upon the data collected for this study, California community college presidents took their advice and participated in some sort of leadership training or activity on their pathway to the presidency. Of the total group of respondents, 56 percent participated in some kind of leadership program.

Views from the trenches

The survey instrument for this study also included seven free response questions. A majority of the respondents decided to skip this section, but those who completed the questions had a great deal to say. When asked about major obstacles encountered on the pathway to the presidency, many of the white male respondents expressed frustration in being a "white male at the wrong time". Many of them stated that the governing boards for many California community colleges were pressed to higher a woman or minority because of the chaining demographics of California's population. Several of them referred to this as reverse discrimination. A small number of the female respondents expressed the need to put their careers on hold due to child rearing and other family responsibilities. Some of the women stated that sexism was a major obstacle on their pathway. Again, when asked whether or not gender or ethnicity helped or hurt them on their pathway to the presidency, most of the non-white males said yes. Several respondents chose not to answer this question.

When asked about external forces that aided them to the presidency, almost all of the respondents to this question mentioned that being an academic administrator helped

them along the way, and that professional organizations like American Association of Community Colleges (AACC), Community College League of California (CCLC), American Association of Women in Community Colleges (AAWCC), and the National Institute for Leadership Development (NILD) were very significant networking arenas. It is important to note that a small number of the respondents were aided by agencies such as the Chamber of Commerce and various trustees associations. Four presidents stated that Business and Industry projects aided them as well.

All of the respondents to the free response section of this survey offered very similar advice to individuals who are seeking a California community college presidency. The most common, and frequently humorous, pieces of advice were as follows:

Care about students

Be dedicated

Work hard

Know and understand your job responsibilities

Research the institution before taking the presidency

Develop personal skills

Learn to work with faculty and staff

Get a doctorate

Get leadership training

Network, Network, Network

Have a sense of humor

Make social friends off campus

Remember, your power comes from others

Read widely

Listen

Understand the community college mission

Be consistent

Learn the fiscal structure

Learn to be tolerant

Learn to cope with stress

Don't be president

Get therapy

Have a tough hide

Be patient

Finally, when asked about major obstacles facing them, the majority of the respondents stated that collective bargaining issues were a major problem, and that shared governance (brought about by AB 1725) undermines the president's authority in the majority of cases. Many of the respondents also expressed frustration with local governing boards and with the fear of change within institutions. Financial issues and frustration with the state Chancellor's Office due to monetary shortfalls were also a major concern. Another reoccurring issue among many of the respondents was the issue of gender and ethnicity. Many mentioned having personal issues regarding gender and ethnicity cause them a great deal of stress. They expressed the frustration of ethnicity and gender relations being a major obstacle to obtaining the goals within their institutions and to maintaining the

overall mission of community colleges in California.

Gender Issues

Demographic Data

Of the 81 respondents to this survey, 69 percent were men and 31 percent were women. With concern to age, the majority of men (54%) and women (56%) of this group were 51 to 60 years of age, with 41 to 50 year olds being the next largest group at 26 percent and 28 percent consecutively. A small group of the male (20 percent) and female (16 percent) respondents were age 60 or older. None of the women of this group have had four or more presidencies. This was an occurrence is exclusive to the male respondents of this study, even though it was a small percentage of the male respondents (4 percent). The data reveals that the majority of California community college presidents are men over the age of fifty.

Status prior to the presidency

When cross referencing the data by gender, it appears that the data was consistent with that of the overall group, however, a greater percentage of women than men were academic vice presidents before becoming presidents (Figure 4). The men were able to take nontraditional pathways to the presidency and become president. This information supports the idea that women must travel the traditional pathway to the presidency more often than men. Men seem to be able to find their way to the presidency by more various means than women.

Educational attainment

Cross referencing this area by gender reveals that even though the majority of

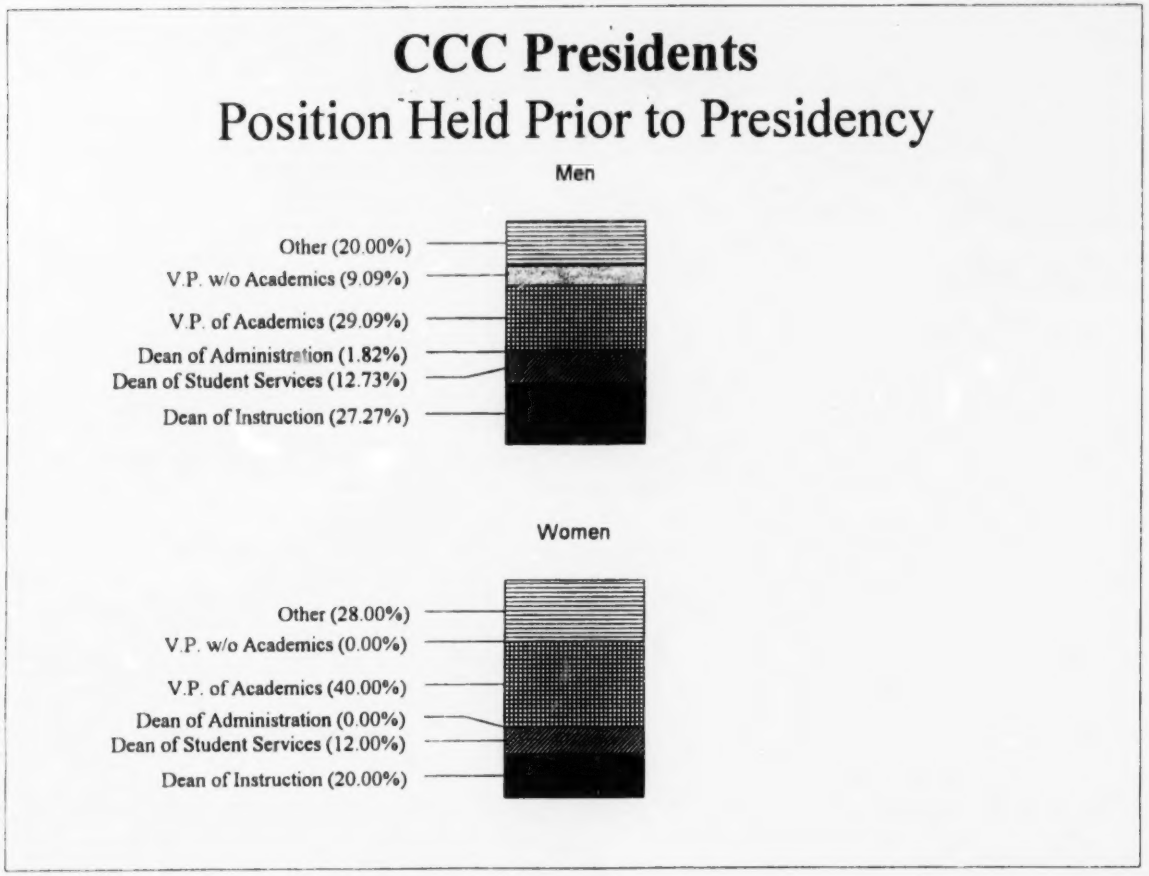
CCC Presidents
Position Held Prior to Presidency
Men
Other (20.00%)
V.P. w/o Academics (9.09%)
V.P. of Academics (29.09%)
Dean of Administration (1.82%)
Dean of Student Services (12.73%)
Dean of Instruction (27.27%)
Women
Other (28.00%)
V.P. w/o Academics (0.00%)
V.P. of Academics (40.00%)
Dean of Administration (0.00%)
Dean of Student Services (12.00%)
Dean of Instruction (20.00%)

Figure 4

respondents (54 percent) had attained an Ed.D. the majority of these individuals (56 percent) were women. 7 percent of the male respondents and 12 percent of the female respondents were able to attain the presidency without a doctorate.

Family background

When cross referencing the survey data by gender with regard to parent's educational attainment, for male presidents, father's had attained no more than a high school diploma more frequently that the father's of female presidents (Figure 5). However, female presidents were twice as likely to have a father with a master's degree or doctorate than her male counterpart. Of the male respondents to the survey, mother's had attained no more than a high school diploma more frequently than mother's of female presidents. However, female presidents were three times as likely as their male counterparts to have a mother with a master's degree or doctorate (Figure 6). These outcomes reflect that the female respondents to this survey were more likely than her male counterpart to have had a mother as a role model.

The road to the presidency

More men than women felt that affirmative action in some way assisted them in becoming president. When asked if their gender was an asset to obtaining the presidency, two-thirds of the total respondents said no.

Of all the presidents who responded to the survey, more men than women had at least one role model. The data also revealed that more men than women were aided by peer groups, even though only 35 percent of the respondents felt that they were aided by a peer group. Though highly recommended, only 42 percent of the respondents who

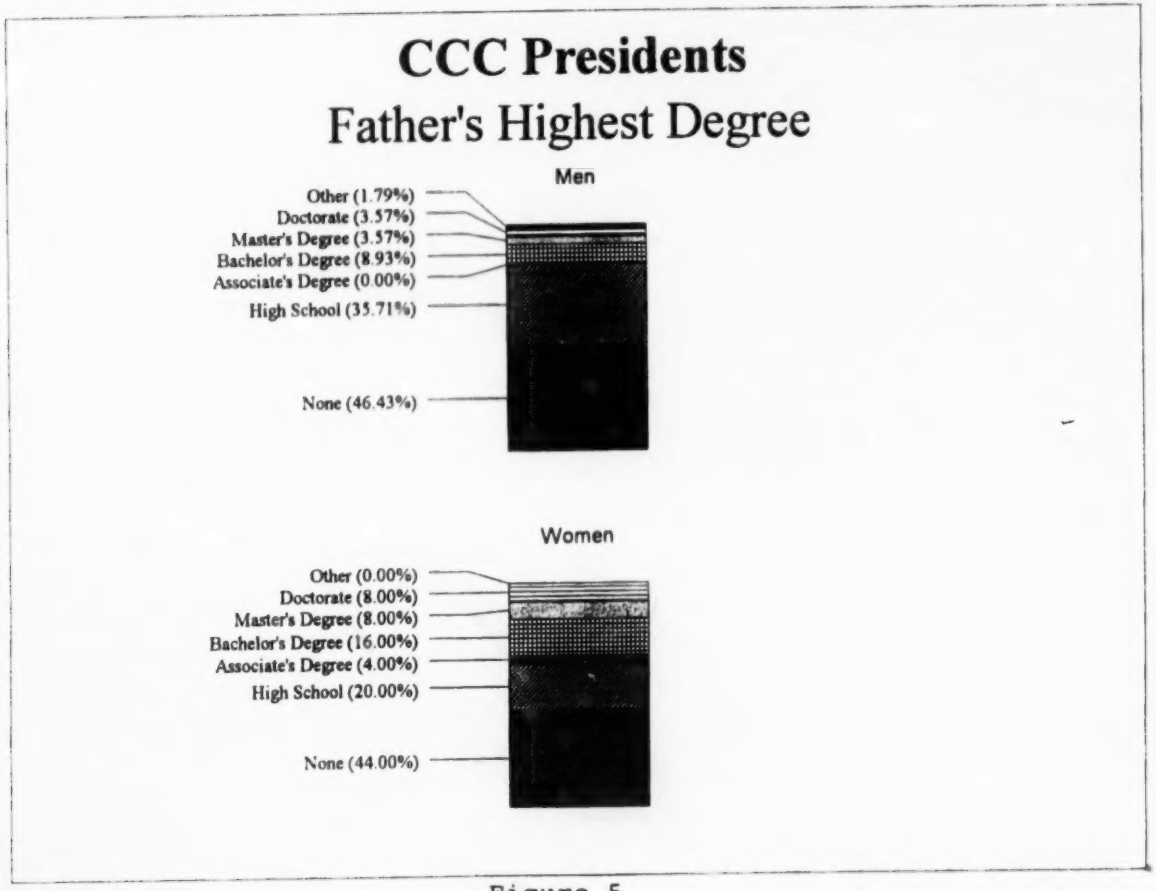

Figure 5

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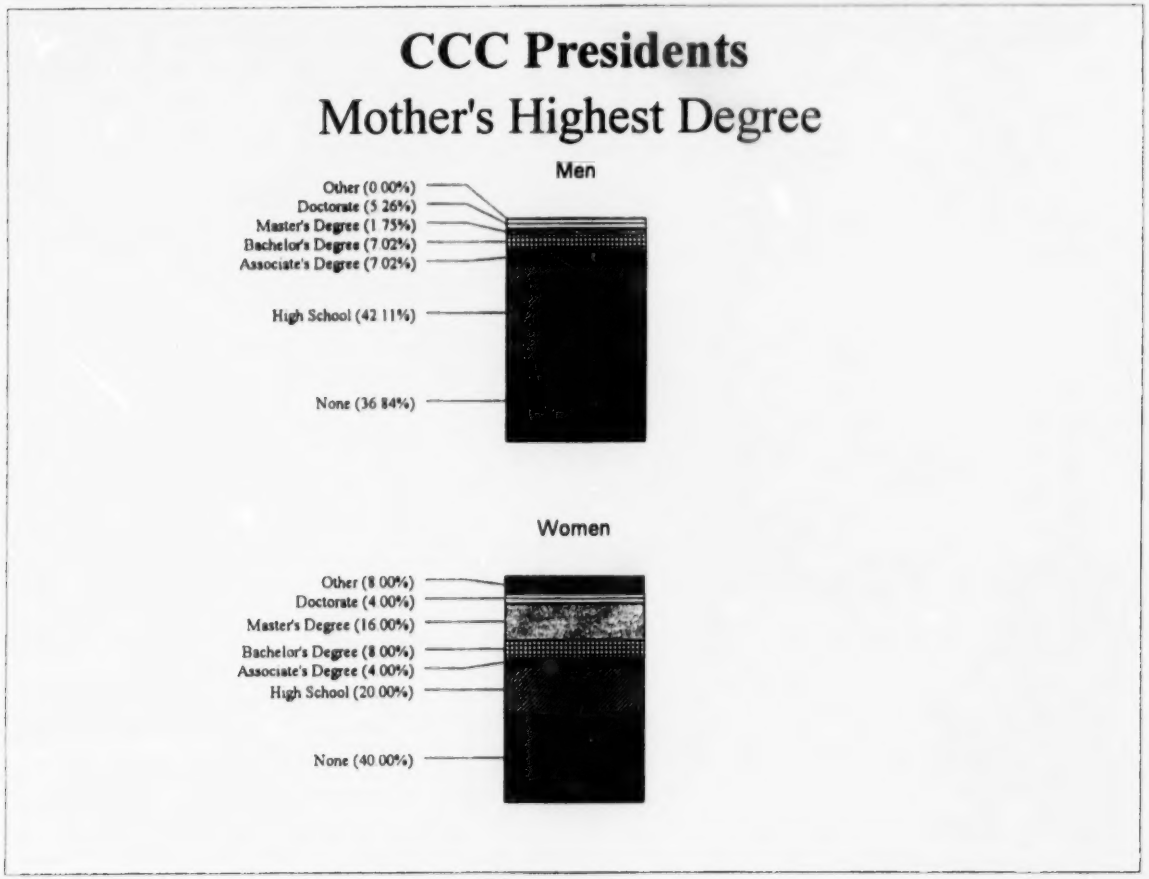

Figure 6

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participated in a leadership program were women. Clearly, men appeared to be aided more by support systems than women.

Ethnicity and the presidency

Demographic data

Of the 81 respondents to this study, 69 percent were white. Those considered non-white were Native American, Asian, Black, and Hispanic, and made up the remaining 31 percent of respondents. None of the non-white respondents to this survey had attained four or more presidencies. That accomplishment was limited to white males.

Status prior to the presidency

According to Mellander's (1990) informal notes, whether coincidental or not, every minority president in New Jersey and California from 1975 to 1990 served in an interim capacity before securing the full presidential appointment. This trend has changed for California community college presidents. Of the non white respondents to the survey, 44 percent were Deans of Instruction before becoming president, and 30 percent of whites were academic vice presidents. This indicates that many non-white respondents moved into the presidency from an academic deans position rather than an academic vice presidents position. Only 21 percent of white respondents were Deans of Instruction before becoming president. This trend may reflect affirmative action at work throughout the California community college presidential ranks, or it may reveal that nonwhites have to take a longer pathway to the presidency that whites.

Family background

When cross referencing the data by ethnicity, it was clear that nonwhites were

more likely to have a mother with a master's degree or higher, than a father with a master's or doctorate. This finding may have several social implication, and could indicate the need for a social study of California community college presidents.

The road to the presidency

More whites than nonwhites felt that affirmative action recruitment and hiring practices helped them achieve the CEOs position, even though more presidents overall felt that they were not aided by affirmative action. The data also revealed that most of the male respondents who felt that they were affected by affirmative action were nonwhite, and the majority of the women who felt that they were aided were white. Also, more whites than nonwhites stated that they had some sort of role model, and were most often aided by a peer group. However, of those who did not participate in a leadership program, most were white.

Summary

Clearly, most of the California community college presidents who responded to this survey came from blue-collar homes. These presidents, most of whom were first generation college students, have gone far beyond the educational attainments of their parents. However, the parents of female presidents were more likely to have attended college than the parents of male presidents

The majority of the presidents who responded came from within the community college field, implying that boards of trustees view the community college as an excellent raining ground for future CEOs. The chief academic officer's position continues to be the most important pathway to the presidency. Data indicates that a large percentage of these

presidents had been faculty members prior to their first presidency. The average age of the current California community college president is between 51 and 60 years, most of whom attained their first presidency between the ages of 41-50 years'old. This infers that the idea time to seek a California community college presidency is between 41 and 50 years of age.

The survey results indicated that the California community college presidency is dominated by men. Whites also dominated the presidential ranks. However it appears that the number of female presidents is on the rise, which is consistent with the national trend. The number of nonwhite community college presidents in California is increasing slowly, but not as consistently as the white female increase.

The findings in this study offer a major challenge to the California community college system: Will the presidency of the future be reflective of California's population, or will it continue to consist of more whites and men? To make the community college more reflective of California's diversity, more women and minorities must be encouraged onto the pathway to the presidency. Also, with the fiscal and collective bargaining issues related to the presidency, trustees may have to reconsider whether or not a prior academic chief's position is the most desired criteria for selection of college presidents.

Chapter 5

Summary and Conclusions

Review

The focus of this study were the Chief Executive Officers of the 107 California Community Colleges. This demographic study was done during the 1996-97 academic year, and was intended to examine the career paths, personal and professional backgrounds, and outlook of California Community College Chief Executive Officers.

Discussion of the Findings

As was true in prior studies of the community college presidency, most of the California community college presidents who responded to this study came from blue-collar homes. These presidents, most of whom were first generation college students, have gone far beyond the educational attainments and professional achievements of their parents. The findings reflect that parents of female presidents were more likely to have attended college than the parents of the male presidents.

The majority of the presidents who responded progressed through the community college ranks. A small percentage came from outside of the community colleges, implying that governing boards prefer appointed presidents to have community college experience, and that trustees and governing boards view the community college as an excellent training ground for presidents. However, one may ask if community college experience is all that is needed to successfully maintain the presidency. Studies show that the requirements of the community college presidency far exceed the requirements of the past. Leadership and management skills are essential, but the environment is much more

complex, and the amount of knowledge needed by college presidents has substantially increased (Pearce 1994).

The chief academic officer's position is still by far the most frequently traveled pathway to the presidency. More than half of the respondents were academic officers prior to assuming their first presidency. The second most traveled pathway to the presidency was through the student service ranks, including many who had been faculty members prior to assuming the presidency.

The average age range of all the community college presidents who responded to the survey was 51-60 years of age and most of them were appointed to their first presidency under the age of 50. It appears that the prime time to seek a community college presidency in California is between the ages of 41-50.

More than half of the respondents had been in their current position for no more than 5 years, and only 14 percent had been in their current position 11 years or more. It appears that California community college governing boards fill about one third of their presidential vacancies with someone who is not new to the presidency. Data from this survey also revealed that most current California community college CEOs don't plan to move to another presidency within the next 5 years.

The California community college presidency is overwhelmingly dominated by men, with whites also dominating the presidential ranks; nonwhites only made up 30 percent of the respondents to this survey. As indicated earlier, the number of women occupying the president's position is on the rise in California, which is consistent with the national trend. These statistics offer California community college boards and trustees a

challenge and an opportunity: Will diversification take place? If so, it will require placing more qualified women and nonwhites in the presidency, and this may require a new way of thinking for some of the college boards and trustees. They will have to consider whether or not the status quo can meet future challenges and reflect the mission and goals of the California Community College system because of the changing demographics in California.

The overwhelming conclusion from the free response questions was that the community college presidency is becoming a more demanding and difficult position. The majority of presidents responding had arrived at this conclusion, regardless of their pathway to the presidency. In addition, these presidents identified fiscal restraints as being an obstacle to fulfilling their colleges' mission and goals. According to the responding presidents doing more with less seemed to be the state of affairs.

The demanding time and energy of dealing with ethnic, gender, and collective bargaining issues seemed to be a major concern of the majority of respondents. Many asked how can one be fair without being unfair. Even though many of the respondents came from within the academic ranks, they felt that shared governance was being used to undermine the president's authority in many circumstances. This issue alone can cause havoc on any California community college campus, because it often pits the administration against the faculty, and the only ones who lose out are the students.

This study is only a small portion of the discussions about the California community college presidency. Hopefully, it will open discussion on the issue of diversity in the presidency and among the academic ranks within California's community colleges. Clearly, the California community college presidency is unique among other presidencies

even if it is only because of the difference in laws governing the educational system in California, or because of the unique racial demographics within the state.

Conclusions

California community college presidents are clearly high achievers. Their determination to do better than their parents shows if only by their educational achievements. The largely blue-collar background of the majority of presidents helps to explain their willingness to lead an institution whose mission is to serve all who need education and training.

California community college presidents have traveled a variety of pathways to the presidency, but clearly the pathway through the academic ranks was prevalent. Many of the respondents in this study stated that they really didn't set their sights on the community college presidency at first. The idea came along later on in their careers. Women seemed to be well positioned to assume the presidency, thanks to proactive national networks. The numbers of nonwhite presidents in California community colleges is growing, but the numbers in no way reflect the demographics of the state's population or many campus populations. With the recent battles about affirmative action in California, one may wonder if the trend of growth among women and nonwhites will continue in the future.

Finally, even though the California community college presidency appears to be a good and stable position, the on-the-job routines of California community college presidents present a picture of individuals who have significant social and professional involvements, and above average levels of job risk and job stress. The globalization of the

economy has increased the requirements of the community college presidency (Pearce 1994). Because of the unique structure, environment, and mission of community college systems, presidents often find themselves assuming the role of manager, leader, and mentor (Vaughan 1986). Individuals contemplating the community college presidency should determine whether or not they have the physical, mental, and social tolerance for such a position.

Recommendations for action and future research

For individuals who choose California community college presidents for future study, it is recommended that one look more into their personal attributes as well as their professional ones. These individuals seemed to be a unique group of leaders who have taken on a job that just can't be done by one person. How do these individuals do what they do despite the many obstacles such as limited resources, collective bargaining, and shared governance? It would also be of interest to find out what their future plans are after the presidency. In other words, is their another career after the presidency?

It is recommended to any future researcher that a higher response rate be solicited by possibly attending a president's networking function and introducing a survey or questionnaire at that point. California community college presidents are, for the most part, a tight nit group. Get the word out that a study is being done, and the response rate will improve substantially. The above is recommended especially if the researcher is not involved in the educational arena or employed within the community college system in California. Finally, keep the survey instrument as simple and to the point as possible because these individuals have the responsibility of being Executive Officers within the

largest system of higher education in the world and, based upon the free response section of this survey, don't have a lot of free time. In other words, keep any survey instrument as simple and multiple choice as possible.

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Appendices

Appendix A

To: Dr. George B. Vaughan
Fax #: (919) 515-6305
Re: Permission to Replicate Study(s)
Date: May 24, 1996
Pages: 1, including this cover sheet.

FACSIMILE

Dr. Vaughan,

This facsimile serves a follow up document to our conversation today regarding my replication of the study you did entitled "Pathways to the Presidency". As I stated on the phone, I intend to use California Community College presidents, who are ethnic minorities and women, as the target of my study.

I spoke with my advisors, and they suggested that I get your permission in writing. Please fax this signed form back to me at your earliest convenience to (916) 421-1138. Again, thank you for allowing me to replicate your study. I look forward to sharing the results with you.

Chemene Crawford

I, George B. Vaughan, give Chemene Crawford, a student at the University of San Francisco, permission to replicate my study entitled "Pathways to the Presidency", and to use the associated survey instruments, if applicable.

George B. Vaughan Date 5/27/96

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From the desk of...

Chemene Crawford

Chemene Crawford
7431 Wernett Way
Sacramento, CA 95823

(916) 688-7278 (wk) (916) 421-1401 (hm)
Fax: (916) 688-7375 (wk) (916) 421-1138 (hm)

CHEMENE CRAWFORD
7431 Winnett Way
Sacramento, CA 95823
(916) 421-1401
Fax: (916) 421-1138

Fall 1996

California Community College
Chief Executive Officer

Dear Chancellor/Superintendent/President:

My name is Chemene Crawford, and I have been employed in the California Community College system for nine and one half years. I am pursuing a Master of Science (M.S.) Degree in Human Resources and Organization Development from the University of San Francisco. To satisfy the thesis requirement, I have decided to research pathways to the presidency for California Community College Chief Executive Officers (CEOs). This endeavor replicates a study done nationally by George B. Vaughan, but has been revised with an emphasis on California Community College CEOs.

Please complete the enclosed document. I have attempted to make this survey as brief and to the point as possible. After completing the survey, feel free to use the back of page five for additional comments.

Please return the questionnaire, by September 30, 1996, in the stamped self-addressed envelope provided, or via Fax number (916) 421-1138.

Thank you for taking the time to participate in this study.

Sincerely,

Chemene Crawford

Enclosures (3)

Networking or Mentoring?:
Pathway to the Presidency in California Community Colleges.
Survey
Fall 1996

Directions: Please provide the information or check the spaces as appropriate. **This is an anonymous survey**. After completion of this survey, please return it in the pre-addressed stamped envelope provided.

SECTION I.

1. Number of years in current position: ☐ 0-5 ☐ 6-10 ☐ 11+
2. Total number of years as a college president: ☐ 0-5 ☐ 6-10 ☐ 11+
3. Current Marital Status:
   - ☐ Single
   - ☐ Married
   - ☐ Divorced, not remarried
   - ☐ Separated
   - ☐ Spouse deceased, not remarried
4. Gender:
   - ☐ Male
   - ☐ Female
5. Race/Ethnicity:
   - ☐ American Indian/Native American
   - ☐ Asian/Pacific Islander
   - ☐ Black/ African American
   - ☐ Hispanic
   - ☐ White/Caucasian
   - ☐ Other
6. Age (in years): ☐ 25-30 ☐ 31-40 ☐ 41-50 ☐ 51-60 ☐ 60+
7. Including your current position, how many presidencies have you held? ☐ 1-3 ☐ 4+
8. Age (in years) at which you assumed your first presidency:
   ☐ 25-30 ☐ 31-40 ☐ 41-50 ☐ 51-60 ☐ 60+
9. Position held prior to your first community college presidency:
   - ☐ Dean of Instruction
   - ☐ Dean of Student Services
   - ☐ Dean of business / administrative services
   - ☐ Vice President with overview of academics
   - ☐ Vice President without overview of academics
   - ☐ Other
10. Did you move into your current position from another community college presidency?
    - ☐ Yes
    - ☐ No
11. Have you ever taught in a community college?
    - ☐ Yes
    - ☐ No

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12. Highest degree held:

❒ Bachelor's ❒ Ph.D. ❒ Ed. Specialist
❒ Master's ❒ Ed.D. ❒ Other _____

13. Did you receive an associate's degree from a community college?

❒ Yes
❒ No

14. Major field of study in your highest degree:

❒ Higher education
❒ Other education
❒ Other

15. Major field of study in your master's degree:

❒ Biology ❒ History ❒ Business
❒ Mathematics ❒ Chemistry ❒ Political Science
❒ Education ❒ Psychology ❒ Engineering
❒ Sociology ❒ English ❒ Other _____

16. Check the following organizations to which you belong (check all that apply) :

❒ A social sorority ❒ Lions ❒ BPW
❒ Masons ❒ Jaycees ❒ Rotary
❒ Junior League ❒ Kiwanis
❒ Women's Forum ❒ League of Women Voters
❒ Other_____

17. Do you belong to a country club?

❒ Yes
❒ No

18. If "Yes", do you use it for professional entertaining?

❒ Yes
❒ No

19. Time permitting, which of the following sports activities do you participate in on a regular basis? (check all that apply)

❒ Fishing ❒ Golf ❒ Hunting ❒ Jogging
❒ Bowling ❒ Skiing ❒ Swimming ❒ Tennis
❒ Walking for aerobic exercise ❒ Other

20. Father's highest degree:

❒ None ❒ Master's
❒ High School ❒ Doctorate
❒ Associate's ❒ Other_____
❒ Bachelor's

21. Mother's highest degree:

❒ None ❒ Master's
❒ High School ❒ Doctorate
❒ Associate's ❒ Other_____
❒ Bachelor's

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22. How likely are you to move to another position within the next five years?
❒ Very likely ❒ Somewhat likely ❒ Not likely

23. Do you plan to retire from the presidency within:
❒ 1-3 years ❒ 4-6 years ❒ 7-10 years
❒ Not within 10 years

24. Do you consider the community college presidency to be:
❒ a high risk position ❒ moderate risk ❒ low risk

25. Do you consider the community college presidency to be:
❒ a high stress position ❒ moderate stress ❒ low stress

26. Do you feel that affirmative action programs affected you in becoming a community college president? ❒ yes; ❒ no.

27. Do you feel that your gender or ethnicity was an asset in obtaining your first presidency? ❒ yes; ❒ no.

28. Did you have a mentor who aided you in becoming a college president? If so, was the mentor ❒ male ❒ female; ❒ ethnic minority ❒ non-ethnic minority; ❒ other.

29. Did you have a role model who influenced your career?
❒ yes; ❒ no.

30. If you had a role model other than your mentor, was this person ❒ female ❒ male;
❒ ethnic minority ❒ non-ethnic minority.

31. Did a peer group (peer network) aide you in becoming a college president?
❒ yes; ❒ no.

32. If the answer to 31 was yes, was the peer group predominantly ❒ female ❒ male;
❒ ethnic minority ❒ non-ethnic minority; ❒ other.

33. Did you participate in a program designed to develop leaders (or at least enhance leadership skills) prior to becoming president? ❒ yes; ❒ no.

34. Prior to becoming president, were you ever turned down for a president's position?
❒ yes; ❒ no.

35. If the answer to 34 was yes, did you feel that your gender or ethnicity was a part of the reason you were turned down? ❒ yes; ❒ no.

SECTION II

Directions: Please provide the following information as appropriate.

A. **What major obstacles did you encounter on your pathway to the president's position that you feel resulted from your gender or ethnicity? Please list the obstacles in order of their importance, with the most difficult one first.**

B. **Did your gender or ethnicity help or hurt you in obtaining an interview for the presidency? ☐ yes;☐ no. Please explain.**

C. **What were your contacts, external to the campus, which helped you become a president? (E.g., the Chamber of Commerce, etc.) Please list the most important first.**

D. **What were the most important professional associations and organizations that aided you in becoming a college president? (E.g., AAUW, AAHE, AACC, etc.)**

E. **Did you have any particular job assignment that you feel prepared you for the president's position? ☐ yes; ☐ no. Explain.**

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F. **What three most important pieces of advice do you offer to others who have the president's position as a career goal?**
(1)

(2)

(3)

G. **List three major obstacles you see facing you in your position as president. (Please feel free to include gender and ethnicity issues, if applicable.)**
(1)

(2)

(3)

END OF SURVEY

Please return this survey in the enclosed pre-addressed stamped envelope, by September 30, 1996, to: Chemene Crawford, 7431 Winnett Way, Sacramento, CA 95823.

If it is more convenient, you may fax the completed questionnaire to (916) 421-1138.

Thank you for taking the time to complete this survey.

I have returned your survey!

Please complete the other side of this post card.

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{ } I would be delighted to participate in a 10-15 minute phone interview.
Name

Phone

{ } I am not interested in a phone interview.

Chemene Crawford
7431 Winnett Way
Sacramento, CA 95823

Please return this post card separately.